

2019

Madison Hoffman Honors Portfolio

Madison Marie Hoffman
Minnesota State University, Mankato

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Thank you for taking the time to look at my Efolio!

MADISON HOFFMAN

Welcome!

Introduction About Myself



I'm a senior at Minnesota State University, Mankato (MNSU) pursuing a Bachelor of Arts degree in Mass Media with a concentration in Journalism and a minor in Art Studio: Photography and Graphic Design. I plan to graduate Honors with Distinction and start my career at a media company or a news station.

Feel free to browse around and if you find yourself having any additional questions or comments, feel free to contact me at anytime!

Mission Statement



I, Madison Hoffman, believe that anyone can accomplish anything he or she sets their mind upon, and that that individual not only needs the strength but also the courage and the will to achieve it. I believe in the greater good of all people and hope to help people in anyway possible to seize their true selves. I encourage full honesty, innovation and creativity for the good of future generations.

Current Resume



resume_madisonhoffman.docx
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Please feel free to browse my resume. If you have any questions or would like to contact me please do so by the listed contact information.

ABOUT ME

About Me

I am a current Senior at Minnesota State University, Mankato. I am from Omaha, Nebraska and lived there all my life until I started school at MNSU. I went to Millard West High School in Omaha, and I played softball and volleyball throughout my adolescent years. I plan to pursue a career in journalism and photography as a photojournalist or news anchor. At MNSU I am an active member of the Honors Beacon Newsletter where I write articles and take pictures. During my second year I was the Learning Community Coordinator for the First-Year Honors Learning Community. I worked hard to get the position, and it made a huge impact on my college experience. During my junior year I worked at the McElroy Front Desk to save money for my study abroad experiences in Summer and Fall semesters in 2018. I spent 10 days in England doing my research project comparing and analyzing the different dialectics in Northern and coastal England. During my Fall 2018 semester I spent my time in Adelaide, Australia studying classes in my major and minor and gaining experience as a global journalist. Throughout my years at MNSU I became an active member in the community either through the Honors community or the opportunities in my major.



Hobbies

- Photography
- Writing
- Painting
- Hockey (watching)
- Softball
- Volunteering
- Traveling

Awards

- Mass Media Department Outstanding Achievement Award
- Mark and Sky Kunerth Mass Media Scholarship
- Named Outstanding Sophomore from the Mass Media Department
- National Society of Leadership and Success Induction Award
- Presidential Scholar Award
- In-State Tuition Grant
- Commander's Award: Toys for Tots

Publications

- Honors Beacon Fall 2015 Edition
- Honors Beacon Spring 2016 Edition
- Honors Beacon 2016–2017 Edition
- Honors Beacon Fall 2017 Edition
- Honors Beacon Spring 2018 Edition
- KEYC News 12
- Mankato Free Press

HONORS PROGRAM

Mission Statment

The mission of the Honors Program at Minnesota State University, Mankato is to create future leaders, researchers and global citizens by providing high ability and motivated students with exceptional learning opportunities, mentoring relationships, and a community of scholars that foster their development as future leaders in a global society.

Why I Joined The Honors Program

I joined the Honors Program because I thought it would be the perfect opportunity to meet people who had the same passion for learning as I did. When I picked MNSU as my university I knew I would be attending a college where I would know no one. I still get weird reactions from people today, even in my last semester, when I tell them I'm from Nebraska, the most common response from them being 'Why did you come here?' Coming to MNSU I knew it would be a challenge to find the sense of community and belonging many people find during their first few months at college, but I found mine in the Honors Program.

I joined the Honors First Year Learning Community which right away put me with a group of wonderful people who had the motivation to do well in classes like myself. I found kind and helpful resources in my Learning Community Coordinator, Katelynn Malecha, and in my FYEX instructor, Ginny Walters. I receive that feeling of community and belonging from activities the people in the program would create for us students. As my comfortability at the university increased my motivation to do more also increased. I joined clubs and organizations outside of Honors, I took on the responsibly of two jobs during my sophomore year, and I had the courage and drive to study abroad not just once but twice. I made connections with people from all over the globe and many from different backgrounds.

I have grown personally and professionally in my time at MNSU through my experiences in the Honors Program. I take on challenges I never thought I would take on during my college career. Whenever I set my mind to something, I know nothing stands in my way to make that idea a reality because I learned that the only thing stopping me is my ability to believe in myself and knowing that I can do anything I set my mind to. I became the Honors First Year Learning Community Coordinator during my second year, and it helped me develop how I can be a leader and resource for other people. It grew my relations with not only people in the honors community but people all over the university through events and communicating through many departments. I grew in confidence in myself and my abilities to engage in opportunities that broaden my choices for my future after college.

The Honors Program got me involved in the Intensive English Program where I helped tutor international students the English language. It got me involved in Student Government and Residential Life where I am a resource for younger students to learn more about the university and the benefits it has for them as students. It gave me the confidence to travel abroad twice in the same year, being in one of those countries for more than five months. My time in the Honors Program prepared me for my future by showing me that I have the skills, leadership and ambition to be a journalist. It showed me that I am an effective communicator and an active listener. The Honors Program helped my become the person I knew deep inside I could be.

LEADERSHIP

Leadership Synthesizing Essay

Before coming to university, I never thought so much about my leadership skills and how they can help me in life. I knew what a leader was, but I never understood the impact they can have on people. Leadership has always played a significant role in my life. People would tell me I was a natural leader, but I never truly thought about what they meant by that. I always thought a leader was, by textbook definition, someone who leads others. However, after many semesters of developing my ideals in leadership I have learned that a leader is someone who adapts, listens, and strives for the benefits of others. They are people who effectively provide insight and progress toward themselves and others in a group.

I learned during my [Honors First Year Experience](#) class that, according to the Strengths Finder Assessment, I am a maximizer and a relator. I think these strengths are very accurate when I think about how I interact in face-to-face and group interactions. I am someone who focuses on people's strengths as a way to stimulate personal and group excellence. I also, as a relator, enjoy close relationships with others to achieve a goal. I used both of these strengths while I was the Honors First-Year Learning Community Coordinator. The most important thing I learned in this position is that I cannot always communicate effectively when I use the same form of communication with everyone. People in group settings all communicate differently, so I had to adapt my communication style to what they needed so they could learn and grow. I was able to practice group member skills and the ability to work together toward a common goal and create a general leadership philosophy to guide future tasks within groups. By attending weekly one-on-one meetings with my GA and weekly team meetings with other LCCs, I was able to reflect and challenge myself in my role and learn to be a better resource for my students.

Through my experience in the [Honors Leadership and Interpersonal Communication](#) course, I was able to develop my ideals behind my role as a leader on a more personal level. Through discussions in class and reflections made in these essays I was able to identify strengths and weaknesses I have as a leader. Some of my strengths as a leader are how open and honest I am with my followers, and how unbiased I am when people express their ideas and opinions. It was necessary to accurately and intently listen to my mentee when I was an Honors Mentor in order to determine the content and advice that they were seeking. The importance placed on actively listening within this relationship allowed me to develop listening skills that benefited my overall leadership capabilities.

Lastly, working in Residential Life taught me how these abilities translate to bigger work settings. The most important aspect of this role was the cohesive unit the front desk workers became because we are all held up to the same standard to make sure the desk runs smoothly. In this position, I was able to reflect upon my role within our group and team setting and practice these skills with team members, so we were able to work toward our common goal. My favorite part about being a front desk assistant was that I can help students develop their sense of belong during their first few months on campus. I used my friendly and welcoming personality to help the students get used to a new environment, and I became a better listener for them. There was a [WLE1](#) high level of importance on building relationships among the staff and students in the residence halls. Cohesive relationships were important among the staff because we were working together throughout the entire semester towards achieving our group goals as employees. We had to complete our tasks for the day otherwise our role at the desk wasn't complete.

Overall, my undergraduate experience has allowed me to expand on my knowledge as a leader and show me how I adapt my styles in a variety of settings. I have built upon my leadership values and strengths and learned to control my weaknesses within team and personal leadership settings. As I finish my last semester at MNSU I will use my leadership skills that I have developed throughout the years and use them in my future career in journalism. With my leadership skills, I will be an effective interviewer, communicator and facilitator.

Leadership Essay

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For my Honors First Year Experience Class, we discussed as a class what it takes to be a leader. We all concluded that we all had different perspectives on what it takes to be a leader but in no way, shape or form do those different perspectives make us bad leaders because there is no one perfect way to be a leader. We understand that leaders can be made from a person's strengths and built upon by their weaknesses. I see leadership as someone who is willing to take control and responsibility of anything he or she is doing. During this class and while writing this essay I was able to learn how to identify my personal leadership values, reflect upon my personal leadership strengths and weaknesses and identify my various leadership roles in group and team settings whether it be in my future career as a journalist or in day to day life communicating with people I know. I learned that leadership is not a born quality, but that it is something anyone can do if only they have the perseverance to seize it, and the strengths someone finds in themselves is what he or she can build on to strengthen their leadership. In this essay I identify specific personal leadership values and how my leadership skills and knowledge developed through the readings and course discussion. It also helped me understand what my strengths and weaknesses were in leadership and how I can work on and apply my skills to develop my leadership for future situations. The essay had me reflect upon my personal leadership strengths and weaknesses and how I can work on and apply my skills to develop my leadership for future situations. This essay helped me identify how my leadership skills changed from a personal setting to a team setting. I am able to change how I lead people 1:1 and in a team setting, and I can identify various types of roles within group and team settings. This essay reflects upon my findings of my leadership skills, how I will use them and develop them for the future.

Leadership and Interpersonal Communication Leadership Reflection Papers

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For my Honors Leadership and Interpersonal Communication class, we discussed as a class the different types of leadership styles and how interpersonal communication has an impact on each of them. This class helped me achieve levels three and four in leadership values. I see my leadership style and approach as being able and willing to take control and responsibility in my role. I will be open and honest with my followers and motivate them to be the best that they can be. I want to be unbiased when communicating and make sure everyone feels like they have had the opportunity to share their opinions on any topic. I especially want to develop my own leadership philosophy and interpersonal communication skills, so I can become confident in my future career. In this essay I identify specific personal leadership values and how my leadership skills and knowledge developed through the readings and course discussion. The essay had me reflect upon my personal leadership strengths and how I can work on and apply my skills to develop my leadership for future situations as a journalist. Also, through these essays I was able to examine different leadership models. This class and variety of essays helped me criticize leadership style in intrapersonal and interpersonal situations then based on those critiques I was able to use personal theories and values in campus and community organizations, such as LCCs, Residential Life and MSSA. I learned to apply what models I found most beneficial to my leadership style and develop the way I use them to lead in group settings. Through this setting I was about to critique leaderships styles within a group context and discussion. Lastly, in the final essay I created my own personal leadership theory through models learned in the class, and I applied that theory when I was a Learning Community Coordinator and Res Life Desk Assistant. That essay helped me identify how my leadership skills changed from a personal setting to a team setting. I now can change how I lead people one on one and in a team setting, and I can identify various types of roles within group and team settings. Through these essays I describe and analyze my view on leadership styles and interpersonal communication tactics. These essays reflect upon my findings of my leadership style and approach, and how I will develop and use them while here at Minnesota State University, Mankato and in my future career.

Honors First-Year Learning Community Coordinator 2016-2017

One of the best decisions I made during my first year of college was to apply to be a Learning Community Coordinator. I was thankful enough to get the position as the Honors First-Year Learning Community Coordinator (LCC). Especially with being in the Learning Community my first year I knew the difference I could make in my students' first year experience.



With our different training and leadership styles as LCCs, I was able to work with my team members and students to help expand my leadership skills. One of the most important skills that I believe makes a good leader is their communication with other leaders and followers. The most important thing I learned in this position is that you cannot communicate that same thing the same way to different people because we all communicate in different ways. I may explain a situation to one person but that doesn't mean the next person will understand it the same way. I found that it really helped to explain myself in a few different ways, so I knew that every one of my students or team members knew what I meant. I also always made sure that I asked questions back so they could explain to me what I said. If they couldn't respond, then I knew I had to explain it in a different way. The best way to see if someone understands what you say is by having them explain it back to you. I reflected on my personal leadership strengths and weaknesses by talking to my GA about what activities and communications worked best with my students, and then discussed what I could do to improve them. Through this position I was able to understand what types of leadership roles worked best for my group of students because I was able to critique my leadership style by receiving feedback about what my students liked and didn't like pertaining to my guidance. I see my communication style benefiting my leadership style because my leadership style is based on my followers understanding and having faith that I have the ability to listen and communicate well with them. This position has also helped me to expand how I think of my leadership style. I see my leadership style as being able and willing to take control and responsibility of anything my role may require. Whether it be communicating with followers or taking initiative and assigning tasks. This position mainly reflected on my roles as a leader in team of group settings. I was able to practice group member skills and ability to work together toward a common goal and create a general leadership philosophy to guide future tasks within groups. This role helped me identify how my leadership skills can change when I am with a group of peers (other LCCs) and when I was with my students. I have adapted my skills to act differently and adequately in each situation. In this position I had to attend a weekly 1:1 meeting with a GA and weekly team meeting with other LCCs. During these meetings we would reflect upon our role as an LCC and how we as a team can do better activities and be better resources for our students. Also, we practiced our group member skills when we planned events like the WOW or the MNSU Campus Cleanup. Our common goal was to get the students to interact with other learning communities and get involved on campus. All the LCCs learned that we could use each other as resources to help guide each other in future events and help each other make events for other LCCs. Our general philosophy was to share ideas and grow through learning from each other to make one another better as an LCC. This role helped me reflect on my leadership style and communication skills and showed me how I will develop and use them while here at Minnesota State University, Mankato and in my future career.



Make A Difference Project

The main event that really help me explore my leadership style as an LCC was our Make A Difference Project, MAD project. It was the first major community service project that I had to plan for a group of 20+ students. When I first started this project, I was trying to handle the tasks and some problems that came up all by myself. I saw my leadership style as being able to take control and responsibility of anything my role may require. The best thing I learned from this project was that it is okay for me to ask for help. It doesn't make me inadequate if I have to ask for help. I had my team members and my students and members of the Honors Program willing to help me and make this project a success. I reflected on my personal leadership strengths and weaknesses through planning this project to see what skills I can bring to make students more active in the project and help them in a group as leaders. The name of the project was Trick or Treat so Other People Can Eat. On Halloween night students from the first year and upperclassman Honors Learning Communities went around North Mankato and collected nonperishable food items for the Echo Food Shelf. We had a goal of beating last year's amount of 750 pounds. We raised 788 pounds of food. I learned that even if this was a project I was given to organize I didn't have to do it myself, and something that I will remind myself forever is that I can always ask for help when doing something. When organizing the project some students helped with organizing the echo shelf delivery, some help pass out bags to residents in north Mankato and other help make flyers and get paper bags. Then on Halloween night we all went door-to-door collecting the food. This part of the project helped me identify various roles in the group setting and made me able to assign roles to the correct student. Whether it be communicating with followers or taking initiative and assigning tasks this position mainly reflected on my roles as a leader in team of group settings. I was able to practice group member skills and ability to work together toward a common goal and create a general leadership philosophy to guide future tasks within groups. This role helped me identify how my leadership skills can change when I am with a group of other LCCs and when I was with my students. The following January we attended the MAD celebration where we were all allowed to reflect on our teamwork and how our role in the project made a difference to the community and between each other in a group setting. As a collective unit using each other as resources and skills learned through training and each other we all worked together to raise 788 pounds of food for the Echo Food Shelf. This project made us all practice group member skills and the ability to work together toward a common goal. Since this project happened in October it helped further my leadership philosophy within this group setting and help guide me through future projects. Later in the year we did activities like Campus Cleanup and other Honors activities to deepen our leadership philosophy and created guidance toward future collaborations as a group. Through this community service project and organizational process, I reflected upon my expansions as a person, a leader and a friend, and how it will develop my leadership skills while here at Minnesota State University, Mankato and in my future career.



Residential Life

As a residential life desk assistant, I am a resource for the students in the residence halls to use whenever they have questions or concerns about things on campus. I help them when they have concerns about classes or ongoing activities that are happening on the campus. My favorite part about being a front desk assistant is that I can become a good friend with many of the students that live in the halls, and I can help them develop their sense of belonging all first-year students need during their first few months on campus. Another important aspect of this role is the cohesive unit the front desk workers become because we are all held up to the same standard to make sure the desk runs smoothly. In this position I am able to reflect upon my role within our group and team setting and practice these skills with team members, so we are able to work toward our common goal. I learned to use my leadership skills when I am being a resource to students and helping them get used to an environment they might not be used to. I became a better listener and motivating source for these students. Each of us workers had daily tasks for the desk. We must all complete our tasks for the day otherwise nothing good gets done and our role at the desk isn't complete. We have bi-weekly meetings where we address what we can do as a staff to make the desk more enjoyable for each other and the students. The main point of discussion is how people can improve their tasks and role at the desk better. The desk workers have a collective goal to make the desk as accessible and enjoyable as possible, and we practice our skills every day to make the desk better. Through this community position, I reflected upon my expansions as a person, a leader and a friend, and how it developed my leadership skills here at Minnesota State University, Mankato. It also reflects on my future career in journalism when I'll be working in a newsroom where we will all be working together toward a common goal and need to rely on each other to get multiple newscasts prepared.



RESEARCH

Research Synthesizing Essay

When I first started the Honors Program and learned that I would have to do research, I was a little apprehensive. Research to me meant some sort of science and from my experience in high school, science wasn't my strong suit. I'm a writer, photographer and artist. Scientific research wasn't my idea of fun ways to spend my college experience. At first, I thought I would wait and start research during my third or fourth year at university, but every year when I updated my portfolio, I realized that in each class I did an assignment or project that had some type of research behind it, especially classes within my major, Mass Media. From there I learned that not all research was like I first imagined it to be.

In my [Honors First Year Experience class](#), I first learned that research doesn't need to be in a science discipline for it to be research. I learned that research is a learning process and that someone must learn and develop their research skills overtime to develop their maximum ability. I also learned research needs to be something that is innovative because if people continue researching similar topics, no new important information will be found. Research benefits me as a Mass Media student and future journalist, because it gives me the opportunity to strengthen my information gathering skills. In my research essay for this course, I show how important note-taking is to understand what people are saying and to understand their ideas. This skill helps me when I am interviewing people during my career.

Another class I never thought I would be doing any type of research in was my [Honors Leadership and Interpersonal Communication class](#). This class helped me start to ask questions related to my major and about my future as a journalist. While I was writing my research essay, I analyzed how ethics and communication are constantly changing in journalism. Most of my sources were a mixture of different ideas about my topics, and I learned how to integrate better information with my ideas to make my essay successful. In this essay, I was able to draw upon 10 different sources to help me find information that supported my thesis. This experience helped prepare me for my original research project and further helped me in finding reliable resources for future journalism articles.

My [Multimedia Writing](#) class was the first class in my major where I was able to understand that I do research just in a different style than traditional scientific research. This project gave me the idea to do my original research project within my major. I identified my own research question, found sources and information, and developed my research question so everything I put in the final website revolved around the research topic. I will use the techniques I learned from this project as a future journalist. In my [Honors Professional Communication and Interviewing](#) class, I completed my first research assignment within a group context. I worked with another student to create our own business and propose it to a panel of judges. I was able to think how I need to use the information I gathered with the utmost importance because it needed to be fair to my business partner and the other teams whose businesses we were competing against. All our information on tasks and research was shared.

Finally, my original [research project](#) brought all of these learned ideas and skills together to create a successful research project. This research project was one of the best experiences I have had during my college years. I got to work in a different country, with people in other disciplines and I got to explore the different opportunities I will come across as a global journalist. We were able to research the different dialects that are across northern and coastal England. I learned that as a leader in this field I will come across many different problems. I learned that even when you have a goal or idea in mind for a project in journalism, it can be best to not always go exactly by the book to get the data and information from the people you interview. Also, working with people on a project can be difficult because you want to make sure you are all on the same page when you start collecting data or grouping together the project. From working in a group on this project, I have learned strength can come from multiple people with a variety of ideas, but with all the ideas you still need to make sure you get all the right information from the data and not lose sight of the goal you are trying to get from the project. This research project did a good job in helping me understand how to handle a leadership role in my chosen career.

Overall, my undergraduate experience has allowed me to expand on my knowledge as a researcher and show me how I adapt my questioning skills in a variety of settings. I have built upon my information literacy and information synthesis and expanded my knowledge for research in a journalism setting. As I finish my last semester at MNSU, I will prepare myself to use these skills in my journalism career. With my research skills, I will be an effective journalist.

Research Essay

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For my Honors First Year Experience Class, we discussed as a class what it takes to fulfill our research competency. Most of the students in the class had no idea where to start when developing their research competency. I see research as answering new and challenging questions and then being able to explain my findings so other people can understand them. I learned research is a learning process and someone must learn and develop their skills over time to develop their maximum ability to conduct research. I also learned research needs to be something that is innovative and important, so the answers to research questions lead others to discover more unanswered questions. Research benefits me as a Mass Media student, because it gives me the opportunity to strengthen the information literacy and information synthesis skills I need to know for my major. This essay helped me start to access information effectively and critically. I was able to learn how I can start to use these critical thinking skills in the research I will need to do in my future career as a journalist. I was able to think how I need to use the information I gather with the uttermost importance because it demonstrates my knowledge of the ethical use of information especially if I want to be an ethical journalist. I have learned through developing my research competency in this essay how to develop my ability to evaluate and incorporate selected information into a knowledge base and then apply it to my later research. I have showed how I've developed my ability to organize other peoples' thoughts and ideas in this essay because I show how important note taking is to understand what people are saying and to understand their ideas. This skill helps me when I am interviewing people in my career. Through this essay I describe and analyze my view on my development in research. This essay reflects upon my findings of my research skills, and how I will use them while here at Minnesota State University, Mankato.

Honors: Leadership and Interpersonal Communication Research Essay

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For my Honors Leadership and Interpersonal Communication class, we discussed what kind of leadership problems could arise when we are in our future leadership roles or positions in our chosen career paths. We all had different choices on future career paths, and it was interesting to see all the problems and questions that we could come up with. It was our assignment to research questions about leadership and interpersonal communication and develop a leadership philosophy and communication tactics that would help solve resolve the problem we found in our research question. I learned that as a leader in my field I could come across many different problems. I learned that it is best to be unbiased and open-minded when approaching a problem in the field of media. This form of research helped benefit me as a Mass Media student, because it gave me the opportunity to strengthen the information literacy and information synthesis skills I need to know for my major. This research paper did a good job in helping me understand how to handle a leadership role in my chosen career. Through this essay I describe and analyze my research on a problem that a leader can encounter in the field of journalism, and how their interpersonal communication skills and leadership philosophy can help solve the problem. This essay had me analyze how ethics and communication are constantly changing in journalism and helped me develop my ability to evaluate and synthesize diverse perspectives on any given topic. Most of my sources were a mixture of different ideas about my topics, and I learned how to better integrate their information with my ideas to make my essay successful. In this essay I was able to draw upon 10 different sources to help me find information that supported my thesis and it exhibited my ability to draw upon multiple sources to present a coherent and integrated thesis statement. This experience helped prepare me for my original research project and will further help me in finding reliable resources for future journalism articles. This essay helped me reflect on the research process because it helped me understand how I can use journalism to better inform an audience about a topic, and it demonstrated my ability to reflect upon how this paper led to my new knowledge and understanding about the research process. It also helped me see that research isn't a scary topic because I do it every day, just in a different form of research. This essay reflects upon my findings on research I found, and how I will use them to further my research competency while here at Minnesota State University, Mankato and as a future journalist.

Multimedia Research Final Project

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For the classes in my major I need to do a lot of research on topics to get reliable information for the articles and stories I write. I need sources and ways to double check my findings especially if numbers are involved. In my Writing for Multimedia class we were given half the semester to create a huge media project created from many smaller multimedia projects. After they were completed, they were put together to create a media website. It was my job to find a research topic with a wide scope of information but concrete enough to be one large topic. This project helped me develop my idea of original research and information synthesis. I learned that as a leader in my field I could come across many different problems with facts and making sure that what I write is unbiased and true. I accomplished this task by using this information effectively and ethically to accomplish a research goal by creating this project and writing a story about what I had learned from my interviews. I chose the Modern Languages Department at MNSU. I researched the Spanish Club, their study abroad options for students, and I created a map of all the Spanish-speaking countries where students and faculty have lived or visited. From all my interviews in this project I was able to organize everyone’s ideas into a working website and research project. In the group of people I interviewed there was a variety of majors and levels of Spanish speakers. I was able to ask informative questions that helped me understand their perspective of the topic and effectively contribute their perspective into the project. The most important thing I learned for this project was how to do an original research project within my major and helped demonstrate my ability to reflect upon how this project led to my new knowledge and understanding about the research process. This project helped me understand that what I do as a journalist every day is research, it is just a different way of doing research. I was able to identify my own research question and develop it so that it extends my knowledge and practice of my discipline. I conducted primary research by attending Spanish Club meetings and interviewing students and teachers who traveled abroad or taught in the Spanish department. I exhibited this completed project by turning it in to my instructor for grading and publishing the website online for anyone to read and review. This research project did a good job in helping me understand how to handle my communication in a leadership role in my chosen career. I really enjoyed this assignment, and I am looking forward to furthering research topics related to research in my field of journalism and how people react to journalists like myself. This project reflects upon my findings on research I found, and how I will use them to further my research competency while here at Minnesota State University, Mankato and as a future journalist.

Honors Communication Final Presentation

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Another class I took to fulfill my credits to complete my path for Honors with Distinction was the Honors Professional Interviewing and Communication course. For the majority of the class we worked on our interviewing skills and presentations in front of a variety of audiences. The second half of the semester we worked in smaller groups to create a business and follow the different types of communication strategies businesses use to build clientele and advertise. My partner and I created a business called Exploring Borders that advertised to college students or young adults with little money who wanted to go on vacation but didn't have the time to plan one. We then communicated with other groups in our class, to further develop our image as a business. I learned in this class what it takes to professionally communicate in a business setting especially when it comes to making allies to make your business more successful. This project and presentation helped me develop my ability to access information effectively and critically. These skills helped us research a market and variety of communication skills to successfully create a business and business model. We researched our target market and the best ways to strategize our advertising media. I learned to develop my research competency through this project and presentation by developing my ability to evaluate and incorporate this select information into a knowledge base and apply it to my later research. I need to make sure I am a professional communicator during my interactions with people. Through my many sources and interactions within this assignment I was able to properly organize other’s ideas and use that information to contribute it, in a beneficial way, to the project and presentation. I really enjoyed this assignment even though it was a lot of work in a small amount of time. This project reflects upon my findings on research I found in the field of business communications and target marketing, and how I will use them to further my research competency while here at Minnesota State University, Mankato.

Research Project

Humans of Northumberland: A Language Variation Project in the UK

Project Website:
northumberland.atavist.com/humans-of-northumberland

For my research project I wanted to do something within my discipline. At the beginning it was hard for me to find something I could do within my major and also have it be represented as a research project. Finally, at the end of my fall semester of my junior year one of my favorite professors within my major said she was going to do a study abroad research project with the English department. This research project was one of the best experiences I have had during my college years. I got to work in a different country, with people from other disciplines and I got to explore the different opportunities I can come across as a global journalist. It was our assignment and goal to research the different dialects that are across northern and coastal England. You can go almost 10 miles to another town and the people there speak a slightly different dialectic than where you were before. I learned that as a researcher in this field myself and my group members can come across many different problems. I learned that even when you have a goal and idea of specific data in mind for a project in journalism it can be best to not always go exactly by the book to get the data and information from the people you interview. Also, working with people on a project can be difficult because you want to make sure you are all on the same page when you start collecting data or grouping together the project. From working in a group on this project I have learned that strength can come from multiple people with a variety of ideas, but with all the ideas you still need to make sure you get all the right information from the data and not lose sight of the goal you are trying to get from the project. I really enjoyed this project and I am looking forward to furthering research with Professor Hanel to further my research competency. In this project I was able to develop my research competency and complete the levels in original research and dissemination. Through this project my group and I describe and analyze data collected from different people from different regions and dialects in Northern England to compare how they react to questions about their dialect and how their dialect represents who they are. We completed our data comparison and uploaded our findings and analysis to a website. From there we were able to share our complete research with anyone through our online platform. We discussed as a group where the best place to present our research would be and decided to present it to our faculty advisors and the incoming class at the school where we were at in the UK. We spent the last few days in the classroom during our time abroad preparing our website so we could present our finished project and on the last day of our trip to the UK we presented it. We also published the website online so anyone searching for something like it may come across it. This project reflects upon my findings on research I found, and how I will use them to further my research competency and my future in journalism while here at Minnesota State University, Mankato and my future as a journalist.





GLOBAL CITIZENSHIP

Global Citizenship Synthesis Essay

When students start their college years their main goal is to graduate, but for me that wasn't my only goal. My main goal during my college experience was to study abroad and immerse myself in cultures from all over the globe. The global citizenship competency promoted by the Honors Program drove me to create goals for myself to not only study abroad while at Minnesota State University, Mankato, but to also engage in and with people, events and communities that pushed me out of my culture norms and personal boundaries. I forced myself to start asking deep and meaningful questions about how I interact not only within my own culture but other cultures as well. By growing and reflecting on my global citizenship experiences at MNSU I have been able to develop an evolved idea on how I can make a positive impact when interacting with others inside and outside my own culture.

In my [Honors First Year Experience course](#), we shared as a class how our cultural characteristics make us all unique. We all wrote down four words that describe who we are and thought of two situations about each word. One situation had a positive impact and the other had a negative impact. This activity was enlightening, because it helped us share that we may be one thing but shouldn't believe in stereotypes from that same word. I now see global citizenship as a way of understanding other cultures around the world and how it makes the world more connected, and that global citizenship is far more than studying a second language. I came to realize that establishing an open mindset is crucial to developing this competency, and I knew that by placing myself in cultures that were different than my own I could do that.

My first step in doing this was continuing to study Spanish. I completed Spanish [102](#), [201](#) and [210W](#) while at MNSU. These classes helped me understand not only the language but also helped me do projects and interact with people that had me learning about other cultures. In my 102 and 201 classes many of the students were exchange students from Brazil. Working with these students helped better my global citizenship competency by challenging me to work with people from another culture. I was able to ask questions to help me know why they do things differently than me. For example, the men continued to wear flip flops throughout the winter because they are called "everyday" shoes where they are from and they wear them every day whatever the weather. Projects like this in language courses helped me learn to be informed about cultures, people and situations, and will especially benefit me for my future career.

Another way I was able to immerse myself in another culture was with my [IEP](#) student, Karen. I worked with Karen over one semester helping better her English speaking and comprehension skills, and along the way I made a lifelong friend and learned a lot about her and her culture. My communication skills were tested during our interactions because it was challenging to know if Karen was comprehending all of the information I was giving her. I was challenged to practice and adapt my own speaking skills so I could effectively communicate with her when I realized she may not understand the slang terms I used. That obstacle helped me become a better tutor for Karen and prepared me to be able to communicate with people during my study abroad trips.

In 2018 I was able to go on not one but two study abroad experiences. My first trip was a 10-day research project in the United Kingdom and the second was a semester long trip to Australia. These cultural experiences allowed me to fully immerse myself into another culture especially when living with a host family in Australia. I took part in activities outside of the household with the family and also experienced regular cultural norms that involved local cuisine, history and travel with people I met through the university. These experiences challenged me to explore complex questions about their culture. These interactions between myself and people in the [UK and Australia](#) helped better my understanding on how languages and cultures aren't the only things that need to be understood when interacting with another person from a different culture. And if given the effort to understand people from different backgrounds you can create relationships and connections with people all over the world. Through these interactions and friendships, I was able to describe and analyze my development as a global citizen interacting with people whose views on culture and everyday aspects are different than my own.

Overall, my undergraduate experience has allowed me to expand on my knowledge as a global citizen and showed me how I adapt in various settings. As I finish my last semester at MNSU I will prepare myself to use these learned skills in my journalism career where I will communicate with people from various backgrounds and be able to share their knowledge and perspectives with my audience.

Global Citizenship Essay

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For my Honors First Year Experience Class, we shared as a class how our cultural characteristics make us all unique. We all wrote down four words that describe who we are and thought of two situations about each word. One situation had a positive impact and the other had a negative impact. This activity was enlightening, because it helped the class share that we all may be one thing but shouldn't believe in stereotypes from that same word. This activity was a good way to show us students that people are people and shouldn't be classed just for who these words describe them to be. I now see global citizenship as the way of understanding other cultures around the world and how it makes the world more connected. I see being globally competent as a way to make people in the world understand each other and about where we come from. I learned that global citizenship is needed to make the world communicate and interact with each other in a positive and progressive manner. I was able to demonstrate my emerging realization of being a member of my culture in this essay by understanding how I interpreted my culture and how my culture impacts me as a person. [I was able to show awareness about my cultures varies contexts and boundaries by explaining how my culture, especially the media/my career has a large impact on cultural rules and biases.](#) I asked simple questions related to myself and my understanding of my culture, and I also asked basic questions about how my culture is different than others. I discussed how my communication skills differ from people of different cultures and how I can work on understanding them. Global citizenship benefits me as a Mass Media student, because it gives me the opportunity to strengthen my views as a culturally influenced person. By learning more about global competency it will make me more open to understanding and viewing different peoples' views and strengthen my career as a journalist. Through this essay I describe and analyze my view on my development of global citizenship.

Further Developing my Global Citizenship Language Competency: 102, 201 and 210W

Spanish 102, 201

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In my Spanish 102 and 201 courses my professor gave us research topics to research as a group. She gave us these specific topics because they were about events that very few people outside of the country in which they happened would know about. From different ethnic groups in Spanish-speaking countries to a hidden genocide by the government in another, our instructor made sure we had topics that needed effective research done to find accurate facts. This was the first college level project I had to do with people I didn't know outside of class. We had to plan around our crazy schedules during the last week of classes and prepare to present the whole project in Spanish to the whole class. I was able to show awareness about my culture's various contexts and boundaries by explaining how my culture, especially how my educational background, differed from my group members who were from Brazil. After working with my group members, I understood that many personal ideas that I would come to think of as normal for my culture weren't normal for their culture and I was able to recognize and compare and contrast our different cultural rules and biases. One of the main rules we saw as different was our cultural idea of showing up "on time." Also, I learned how to be more confident when speaking in front of the class. I wasn't speaking the language I grew up speaking, so by taking more time and concentrating on my words I was able to think more about what I was saying instead of about all the people watching me. This project helped better my global citizenship competency because of my ability to understand things that happen in other cultures and how by knowing the challenges I can help and better the world from my perspective. I was also able to ask my group members questions about school and life back in Brazil and I came to understand why they did some of the interesting things they did. For example, some of the men continued to wear flip flops throughout the winter because they are called "everyday" shoes where they are from and they wear them every day whatever the weather. Projects like this in language courses helped me learn to be informed about cultures, people and situations, and will especially benefit me for my future career. Through this presentation I describe and analyze my topic of informing the world that today things are still happening that we don't know about, and that we still need to work together to make the world a better and safer place for the future. This presentation reflects upon my knowledge of my global citizenship and language competency skills, and how I developed my global citizenship competency throughout my college experience at Minnesota State University, Mankato.

Spanish 210W Proyecto Final

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For my Spanish 210W class, we worked on a final project throughout the semester. We did this six-page research paper in stages to develop our time management and our peer editing skills in class. Each student got to pick a photo that had some sort of meaning to themselves or their family. Once they had a photo and a topic, they were given the task of applying that topic to a Spanish-speaking country and research it. We all had a wide range of topics and research ideas. Then at the end of the semester each student converted their paper into a PowerPoint Presentation and presented it in front of the class in Spanish. This project helped further my development of my language competency in global citizenship because it helped better my Spanish speaking in front of a large group of people. This project also helped me find different perspectives from my own culture and link these to concepts in the real world to help people better understand other cultures. I discussed how my communication skills differ from people of different cultures and how I can work on understanding them. I was able to learn and research about two huge controversies between the United States and Mexico which are talked about a lot during this past election and current presidency. The two controversies are the border situation and illegal immigrants in the United States. I learned that if there is to be a peaceful resolution between these two countries both have to stop blaming the other for their problems, especially the United States. I was able to learn and expand on my ideas of what the countries can do to move toward a resolution. While practicing my second language I was able to identify some cultural differences in verbal and non-verbal communication and the connections between language and culture for Spanish speaking countries. For example, I noticed during my research on the political disputes the people from Mexico and the United States had different priorities when discussing their nation's needs. Their ways of nonverbal communication were different when they were discussing topics, they were more passionate about compared to things they weren't passionate about. Verbally the communication was civil and helped the two cultures understand each other effectively. Communication is the most important idea because if we can't communicate effectively then ideas aren't understood, and we struggle to meet eye to eye. This project helped me learn to be informed about cultures, people and situations I don't know about before assuming I know how to help or fix them. Through this paper and presentation, I describe and analyze my topic of challenging the norm of today and collaborate for the benefit for the future. This assignment reflects upon my findings of my global citizenship and language competency skills, and how I will use them to further my global citizenship competency here at Minnesota State University, Mankato.

IEP Language Tutor



During my junior year at Minnesota State University, Mankato I had the pleasure to work with a student from Japan as part of the IEP language program. Her name was Karin and she was an exchange student studying at the university for a semester. We would meet twice a week in the library to watch videos and communicate in English so I could help her develop her English-speaking skills. I was able to show awareness about my culture's various contexts and boundaries by explaining how my culture, especially how my education background and lifestyle, differed from hers. After working with Karin, I understood that many personal ideas that I think of as normal for my culture weren't normal for her culture and I was able to recognize and compare and contrast our different cultural rules and biases especially when it came to work and lifestyle choices. One example was the lifestyle choice of living near/away from family and/or the city. For her it is normal for a child to move away from their hometown or move to a city and live with friends from university or work. In the US that is common, but students may also choose to stay in the same state or city they grew up in after they move out. Through our interactions I saw how our progress as tutor and tutee changed to friends and we began to interact with each other outside of our weekly meetings. I took notice of how her lifestyle and culture are similar and different than mine, and I may not completely understand them, but it makes Karin who she is. I was able to ask deeper questions about her culture and understand her life on a deeper level than just tutor and tutee. She talked about her family and what she would do in a typical day back home. She would talk about her future and what things she looked forward to in Japan. I had to ask her complex questions because I not only needed to see if she was developing her English-speaking skills but because I was curious to

know her answers. She would describe to me her family life and childhood to her teenage years to her college years. Later on, we compared them and built a bond on how our cultures were similar and different without judgement. I technically didn't learn a second language in this situation but interacting with someone who did I noticed that Karin had many verbal ticks when she was nervous or not performing up to her standard. She would say sorry or uhhh or ohhh a lot when she was stuck on an English word. Some nonverbal communication I saw was that her and her Japanese friends communicate a lot more extensively through media. The media has, in my opinion, a large impact on image over in Japan. I noticed a lot in her verbal communication that Japanese grammar doesn't use prepositions all that much. When she was talking, many of the sentences were choppy because the prepositions were missing. I also noticed that the more we met the more she talked with her hands which is something I do a lot, so I was thinking she was starting to do that more because of me. Also, slang was an interesting topic because I would use it and think she would understand it but later she would have to ask me what I meant by that certain word. Overall, Karin progressed as an English speaker and I progressed as a global citizen by learning about her and her culture. Through these interactions and resulting friendship, I was able to describe and analyze my development as a global citizen interacting with someone whose views on culture and everyday aspects are different than my own. These artifacts reflect upon my development of my global citizenship skills, and how I used them while here at Minnesota State University, Mankato and can continue to use in my future career as a journalist.



Study Abroad...Yes Two!

My 2018 was full of adventures that I wouldn't trade for the world. I was able to travel abroad for the first time to England and Australia. While abroad I was able to develop my global citizenship competency by immersing myself in the cultures of not one but three different countries. I was able to show awareness about my culture's various contexts and boundaries by explaining how my culture, especially how my education background and lifestyle, differed from the groups of people I met in England and Australia. After talking with interview subjects and my homestay family I understood that many personal ideas that I would come to think of as normal for my culture weren't normal for their cultures, and I was able to recognize and compare and contrast our different cultural rules and biases. One example was how much sports impacted my culture a lot more than theirs. Through these interactions I noticed of how their lifestyles and cultures are different than mine, and I may not completely understand them, but it is their life and culture and I wouldn't want it any other way. I got to

ask a lot of deeper questions to the daughter of my homestay, Livi. We talked about how school and university were different, as well as favorite places to eat and other pop culture comparisons. My favorite was comparing the fast food restaurants that we both had but the menus were different. Some of my more complex questions came during my and her schooling. I learned that years 6-12 for Livi were a lot more complex than my schooling back in high school, and also, that my idea of higher education is a lot smaller work for a lowered percentage of the grade rather than in Australia where there are fewer assignments for larger grades. I also got to interact with other international students where I experienced others culturally different than myself without judgement or bias because we were all international students together. Some verbal differences I saw in Australia are that Aussies love to shorten every word they can. Afternoon is arvo, breakfast is brekkie and Australia is 'stralia, and MANY more. Some nonverbal communication I saw had a lot to do with hand gestures. A lot of the men had interesting greetings with friends. But my favorite nonverbal was an unspoken rule that people would switch back and forth buying rounds of drinks, no questions asked. Many times when going out with Australian friends or students from the university we would engage in the unspoken idea of buying a round each time because to them it's how you normally do it when going out in their culture. While in England I noticed that a lot of the verbal communication was very proper compared to the conversations in Australia and the US. These interactions between myself and people in the UK and Australia help better my understanding on how not just languages and cultures need to be understood and respected before someone interacts or interprets anything of someone from a different culture. And if given the effort to understand people from different backgrounds you can create relationships and connections from people all over the world. Through these interactions and friendships, I was able to describe and analyze my development as a global citizen interacting with people whose views on culture and everyday aspects are different than my own. These artifacts reflect upon my development of my global citizenship skills, and how I used them while here at Minnesota State University, Mankato and in my future career as a journalist.



PHOTOGRAPHY

Please enjoy my photos. These photos are a mixture from my travels abroad in England, Australia and New Zealand.



Royal Tweed Bridge in Berwick Upon Tweed



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